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ABSTRACT

Noting an increase in demand for school-age child care offerings, with no corresponding establishment of guidelines for program development, this booklet addresses design and evaluation issues in school age child care (SACC) in Australia. The booklet is largely based on two surveys of SACC programs conducted in 1986. The issues discussed in the booklet include: (1) the high level of staff turnover in most SACC programs, which is often caused by low wages, odd hours, and poor working conditions; (2) the need for adequate resources for staff to carry out the program mission; (3) the lack of before-school care in most programs; (4) the lack of dedicated space, with most SACC programs using public areas, such as cafeterias or assembly room, or sharing space with other programs; and (5) the criteria for program assessment and evaluation. A 25-item annotated bibliography is included. (MDM)

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SCHOOL AGE CHILD CARE:

COMMON ISSUES IN PROGRAM DESIGN AND EVALUATION

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Author: Barbara Piscitelli
Lecturer
Department of Care and Education
School of Early Childhood Studies
Brisbane College of Advanced Education

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SCHOOL AGE CHILD CARE:

COMMON ISSUES IN PROGRAM DESIGN AND EVALUATION

With Annotated Bibliography

By
BARBARA PISCITELLI

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INTRODUCTION

School age child care programs are run by schools, child care centres, family day care schemes and non-profit organisations throughout Australia. While originally designed to cater for children of working parents, programs are currently attracting children from two-parent, single income families. The recreational, social and creative opportunities offered in inexpensive supervised programs have proved popular to parents and children who want a safe, informal leisure environment during non-school times.

Programs to cater for such needs have operated in Australia since World War 2, but in the past decade there has been an increase in demand for school-age child care offerings. Clear guidelines for program development have not been established by governmental agencies. Most organisations offering school age child care have developed their own policy and operating procedures to suit local situations and community ideals.

School age child care providers rarely have an opportunity to meet staff from similar programs in order to share information and ideas about their working lives. Until recently little written information was available to guide and assist program developers. As a consequence, programs have grown up on their own with the ideas and interests of the staff and community as the primary guiding principle. In 1986, two surveys were conducted to gain more information about the nature of school age child care programs (Child Watch: 1987; Piscitelli and Mobbs: 1986). The findings of these recent Australian surveys and a growing international concern over latchkey children indicate some directions for school age child care program designers.

This booklet addresses the common issues in program design and evaluation raised in school age child care (SACC). A comprehensive annotated biliography is included to assist SACC staff in finding out more about this special area of work.

PROGRAM DESIGN

"It's always a problem striking a balance between structure and freedom at a time of the day when children are tired and don't want to be organised." (Piscitelli and Mobbs: 1986, p.18)

This remark from a school principal clearly identifies the most fundamental issue in SACC program design. The range of options offered to children in such programs must cater for a variety of interests and needs: recreational opportunities, developmentally appropriate activities and educational experiences. Also, the program needs to provide space, time and resources for children's active exploration. Program staff need to be well organised yet suitably flexible to accommodate changing interests and moods. It is evident that the program in SACC requires the same planning, care and attention as other early childhood services.

PEOPLE

School age child care programs can be a venue with great vitality due to the interesting mix of people who attend programs. Staff who work in such programs stress the fact that they are there to create a "warm close family environment" and a "caring, stimulating program". (Piscitelli and Mobbs: 1986, p.16) The importance of the caring, bonded relationship was identified as very important by the great majority of care providers surveyed by Child Watch (1987, p.3). The attitude of care and concern features as a positive strength in SACC programs.

While staff are caring, there may be problems arising in programs due to the ratio of children to staff. Most programs attempt to maintain a 15:1 level (Piscitelli and Mobbs: 1986, p.15) but such ratios vary considerably.

Creating a warm, close, family environment.

One of the most frequently mentioned problems in SACC is the high staff turnover. (Piscitelli and Mobbs: 1986, Child Watch: 1987; Commonwealth Department of Community Services and Public Service Board: 1986). This problem may be exacerbated by low wages, odd hours, poor working conditions and lack of community regard for work in this field.

Staff in SACC often work under less than satisfactory conditions. Many programs do not offer contracts or letters of agreement (Piscitelli and Mobbs: 1986, p.39). In-service education and training programs for this area of care are rare. The perceived needs of staff for further education classes include: child psychology with an emphasis on behavioural problems, crafts, games, activities, first aid, child abuse, playground design. (Child Watch: 1987, p.21-22).

In spite of the numerous problems which may confront the staff team in SACC, the programs continue to operate and offer safe, stimulating environments for children. People are the most important ingredient in a successful program. Program designers need to take full advantage of the rich and diverse possibilities that each person brings to the program.

Staff who interview children to find out their strengths, interests and desires will begin the program with a repetoire of peer teaching skills which can be utilised easily on a daily basis. Parents of children can also be canvassed to identify their skills and possible times for becoming involved in the program. High school work experience students, local craftspersons, retired community members and college students may want to become involved from time to time in special events.

When making selections of voluntary assistants, it is wise to maintain a working register with names, contact phone numbers and pertinent details. Remember that volunteers need feedback from staff on their contribution to the program. Plan to spend a few minutes making an investment in voluntary staff.

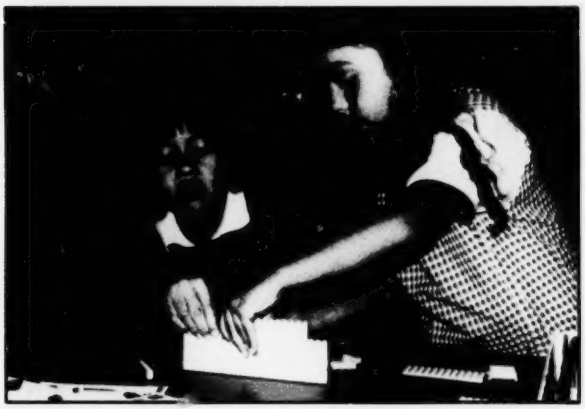
RESOURCES

Programs will want to own some of their resources as part of their personal equipment. The cost of materials and equipment is generally high, usually second to salaries and wages. Repair of equipment and replenishment of supplies also drain the budget (Piscitelli and Mobbs: 1986, p.17). Because budgets are usually stretched as far as possible, programs will also need to consider other means of securing resource materials. Local toy libraries may own some suitable resources for loan to a SACC program. Program designers and specialist tutors can secure scrap materials, natural resources and industrial off cuts through an active scrounge campaign. SACC groups in regional clusters may want to join together to secure scrounged materials which can be organised into a recycle centre, thereby forming a network of children's groups.

The range of resources required by any one program will be extensive. Planners should attempt to offer what children want. According to Goodnow and Burns (1985: pp.112-113) children want sport, art, nature, animals, culture and languages. Also indicated were: "knowing about mines, babies, stars, newspapers, love, God, politics, being an adult" and " how to separate honey, play a guitar, stand on one's head and read the TV guide" (Goodnow and Burns, 1985: p.111).

Alexander (1986) suggests that resources should be available to offer variety to children. With regard to lower primary age children, Alexander (1986) stresses that experiences such as dramatic play, sand and water "remain as important for young school school children as they are for preschoolers." In selecting resources, Alexander (1986: pp.7-10) suggests that planners need to consider:

- need for privacy and solo pursuits
- cooperative activities instead of mainly competitive experiences
- non-sexist offerings
- the place of TV
- the need for homework, tutoring and lessons
- opportunities for running, climbing
- the promotion of relaxation.



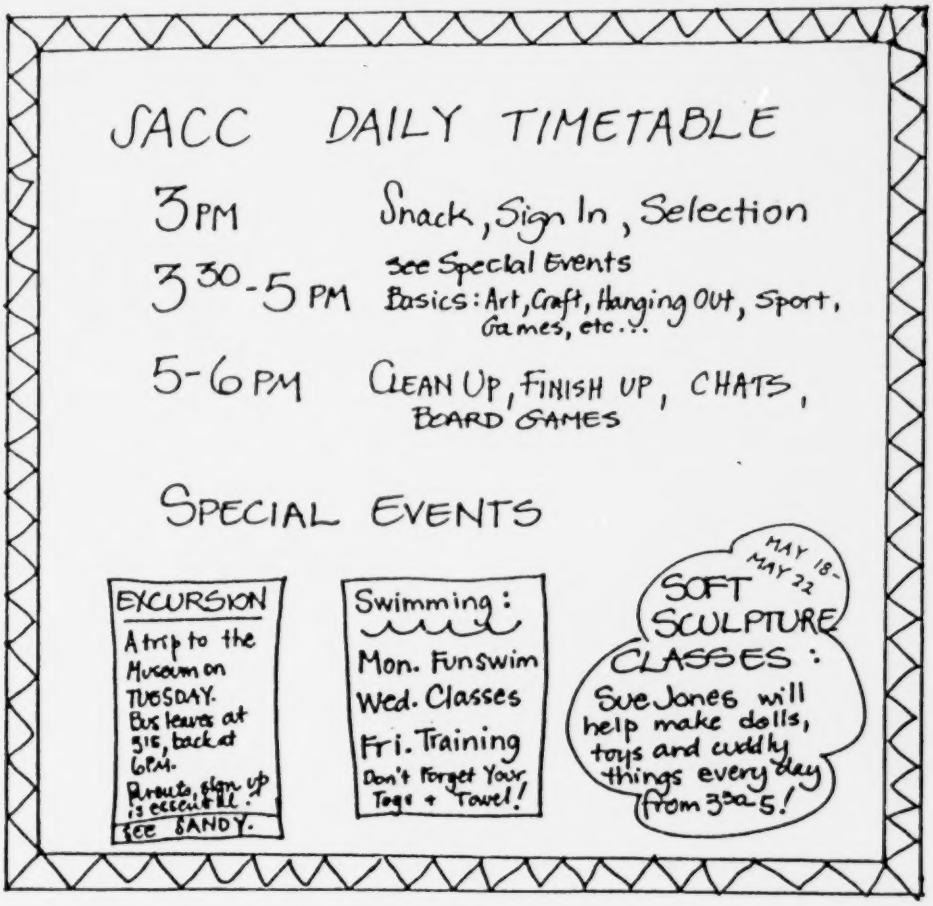
Program planners need to consider cooperative activities instead of mainly competitive experiences.

Practical advice on resources can be found in a wide range of literature (see Bergstrom [1984], Blau [1977] for example). Selection of the best range of materials for the group will be a matter of discussion between staff, children and the management committee. Whatever is finally decided regarding resources, the most important considerations are to select carefully, maintain safely and use wisely. As when buying supplies for groups of children, follow the practice of selecting strong, durable supplies that conform to safety standards.

TIME

Hours of operation for SACC programs vary to suit the requirements of the local community. Piscitelli and Mobbs (1986: 12) found that few programs offer before school care. The majority of programs offer full time vacation care and after school care with typical hours of operation from 3.00pm to 6.00pm (see also Pannekoek: 1983).

Children's attendance patterns vary considerably. Some children attend a program full time but most children do not. Regular part time and hourly options are available in most centres. This option is great for parents who require such flexibility but causes some minor tension for staff as "drop-in" attendance makes it difficult to maintain a constant staff-child ratio.


SACC DAILY TIMETABLE
3PM Snack, Sign In, Selection
3 30 - 5 PM See Special Events
Basics: Art, Craft, Hanging Out, Sport, Games, etc...
5-6 PM CLEAN UP, FINISH UP, CHATS, BOARD GAMES
SPECIAL EVENTS
EXCURSION
A trip to the Museum on TUESDAY.
Bus leaves at 3:15, back at 6PM.
Parents, sign up is essential!
SEE SANDY.
Swimming:
Mon. Funswim
Wed. Classes
Fri. Training
Don't Forget Your Togs + Towel!
MAY 18 - MAY 22
SOFT SCULPTURE CLASSES:
Sue Jones will help make dolls, toys and cuddly things every day from 3 to 5!

During the program, children want the opportunity to have something to eat, something to do and someone to be with. Program planners need to provide adequate time for such activities in out of school hours periods. While keeping in mind that children will resist being organised during this period, staff will need to form some basic policies regarding timetable and activities.

Program designers may consider using a daily or weekly timetable to roster the broad time categories for program offerings. By consulting this board, children and parents can be informed about both regular and special events. Advance notice will help families plan pick up times and daily attendance patterns.

When considering a timetable, planners can build variety into the program by offering special classes and excursions. Volunteers and parents often have numerous craft and sport skills which can be utilised throughout the program year. A cardinal rule with regard to time is to allow enough time for children to complete an activity to satisfaction. Many activities will require several days to complete. Staff can assist by encouraging children to care for unfinished projects and by providing space for safe storage between sessions.

Children's voices need to be listened to with regard to the timetable. When staff survey children, the activities that are really important will be revealed. Program planners can take children's preferences into account when organising the time needed for activities. The following sample questionnaire indicates some suitable questions for survey.

Sample Questionnaire for Children

What kinds of things would you like to know more about?

If you went home after school, what would you do?

What are your favourite games to play?

When you want to be alone, what do you like to do?

If you could go someplace special, where would it be?

Name three things you like to do indoors.

Name three things you like to do outdoors.

Name three things you are really good at doing.

Would you be willing to show someone else?

SPACE

Most SACC staff feel strongly when they discuss the space requirements necessary for their programs. They emphasise the creation of a warm, close family environment. Access to a large, safe outdoor space is crucial to the success of programs. Soft furnishings, a kitchen area, art and craft facilities, and small private nooks and crannies feature as necessities in the indoor area.

Shared space appears to be the most frequent irritant to staff members. This problem is cited frequently (Piscitelli and Mobbs: 1986, 11; McDonald: 1980, 21; Nall and Switzer: 1984, 8) and bears consideration by program designers. Shared space venues limit the group's ability to establish a secure and known home base for operations. Some programs for example, operate from halls or from shared space in a school, e.g. the cafeteria or assembly room.

When a school or community organisation provides a room that is not used by other groups, this helps to build an identity for the SACC group. Advantages to having a clearly identifiable space are that staff are able to prepare materials in advance of the children's arrival; children have the opportunity to mount displays and store personal belongings; and the group has the option of arranging the space to meet their own changing requirements.

Adequate storage and shelf space is important for programs. Both children and staff require storage for personal effects. Lockable cupboards or storerooms need to be available to house the expensive equipment and materials not currently in use. Shelf space for working on projects and for drying three dimensional art and craft projects is necessary.

Adequate space is needed for art and craft activities.

Keeping track of children, fees and program is a vital part of the SACC staff's responsibilities.

Children may need time and space to be by themselves after school. Program planners should consider the needs for privacy and solo pursuits.

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A communication centre is vital to the life of the program. Parents need a central point of focus when coming to pick up children, to pay fees and to meet with staff and other parents. A sign in book, fee box and notice board located centrally can provide a welcome spot for parents. Volunteers, helping parents and staff also require a meeting area and resource area. A small space with books, print resources and a comfortable chair can serve adult needs.

Organisations planning for school age child care services will need to select a venue with considerable thought to ensure that the group has its own home base. Whenever shared facilities must be used, clear agreements regarding cleaning, security, insurance, hours of operation and use of materials will need to be established by all parties.

PROGRAM EVALUATION

Perhaps the most challenging aspect of the school age child care program is keeping the program humming. A happy, safe, nurturant environment is what all programs aim to offer. Very few programs take time to conduct a through analysis and assessment. The quality of SACC programs is "influenced by a great many factors, including the following:

- staff-child ratio;
- staff attitudes,ages, experience, qualifications, continuity of services;
- location, type and tenure of premises and facilities;
- State Government regulations;
- equipment, materials and other resources;
- activities
- role of coordinating bodies;
- continuity of care throughout the year; and
- commitment and support of sponsors, principal and community."

(Commonwealth Department of Community Services and Commonwealth Public Service Board, 1986.)

Such criteria may be a useful starting point in establishing a program review and evaluation proforma. Further items for such a program review would need to focus on children's growth and development; parental perceptions, satisfaction and support; and staff perceptions, progress and development.

Two main types of evaluation can be undertaken:

1. regular in-house reviews of records, children's progress, staff goals and achievements, program activities
2. consultative reviews by outside agents.

In-house reviews can form the main emphasis of regular staff meetings. If a group charts out the review tasks across an annual timetable, it is possible to achieve a successful, manageable review process. For example, the following chart illustrates some review procedures across the program year.

Month	JAN	FEB	MARCH	APRIL	MAY	JUNE
Week 1				Timetable Review		Space Review
2		Assess Holiday Program	Activity Assessment		Activity Assessment	
3	Resource Review					
4	Child Checklists	Child Checklists	Child Checklists	Child Checklists	Child Checklists	Child Checklists

Month	JULY	AUGUST	SEPT	OCT	NOV	DEC
Week 1				Timetable Review		Space Review
2	Activity Assessment		Activity Assessment		Activity Assessment	
3	Resource Review					
4	Child Checklists	Child Checklists	Child Checklists	Child Checklists	Child Checklists	Child Checklists

Resource Review: Stocking of materials needs to be undertaken at least twice a year. Staff will need to order new materials and equipment as a routine part of the program operation. Damaged materials should be withdrawn and repaired or replaced.

Child Checklists: Regular monthly review of children's activities, interests and developmental progress can become a routine at the end of each month. The staff may gain insights into new directions for the program through reflecting on the children.

Activity Assessment: Once every few months, the staff can look back over the range of program activities that have been made available. By reviewing activities, staff gain insight into popular program offerings. The scope of the program can also be reviewed at this time to ensure that there is a balance of recreational and developmentally-appropriate experiences.

Timetable Review: Adjustments to the program timetable are usually made on an informal basis as a regular part of the day-to-day function of a program. A more formal timetable review, done twice a year, may provide the staff team with the opportunity to adjust and refine the timetable. As the change of seasons occurs, there will be a need for variation in the program.

Space Review: Organisation of space and room arrangement affect the dynamic of the program. When staff sit down to formally review the environment, there is a chance to discuss adjustments to the space and to reconsider previous arrangements.

Assess Holiday Program: Statistical and program activity information should be reviewed at the end of each holiday period to provide further guidelines for the coming year. Budget, special activities and information on children's participation, along with details about staff and facilities used, can be chronicled in a brief written summary. All staff should be invited to contribute to this assessment. Parents' and children's views should be incorporated.

In addition to regular in-house evaluation,consultative reviews can be very rewarding for a community group. The management committee can invite an organisation or group of academics, for example, to look at selected aspects of their program and policy. Such reviews would be conducted infrequently, but would assist the committee and staff in identifying their strengths and areas for growth in program delivery. Such consultative reviews may provide answers to questions that have vexed program providers.

School age child care providers believe they are doing a quality job. When asked to identify the strengths of their programs, coordinators mentioned: providing quality staff with a caring attitude, meeting local needs, enhancing the positive image of the school and fostering happy children. Staff also identified weak points in their programs: lack of funds, insufficient staff, parental support, lack of ideas, poor storage, frequent staff turnover (Piscitelli and Mobbs: 1986, p.24.) Thorough planning and continuous review by in-house staff teams and consultative groups can help to resolve issues of concern and to strengthen quality of service for school age child care programs.

References:

Alexander, N. (1986) School Age Child Care: Concerns and Challenges. *Young Children* 42(1), pp. 3-10.

Bergstrom, J. (1984) *School's Out: Now What?* Berkeley, C.A.: Ten Speed Press.

Blau, R. (1977) *Activities for School-Age Child Care.* Washington, D.C.: NAEYC.

Child Watch (1987) *Out of School Hours Care.* Brisbane: Child Watch Queensland Committee.

Commonwealth Department of Community Services and the Commonwealth Public Service Board (1986) *Program Management and Performance. Review of Outside School Hours Care, Vacation Care and Adventure Playgrounds,* Vols. 1, 2.

Goodnow, J. and Burns, A. (1985) *Home and School: A Child's Eye View.* Sydney: Allyn and Unwin.

McDonald, P. (1980) *How to: On Out of School Activity Centres.* Sydney: Community Activity Centres.

Nall, S. and Switzer, S. (1984) *Extended Day Programs in Independent Schools.* Boston: NAIS.

Pannekoek, B. (1983) Community Use of School Property. *Developing Education* 9(5), pp.7-9.

Piscitelli, B. and Mobbs, J. (1986) *The New Extended Family at School.* Kelvin Grove: Brisbane CAE. ERIC document: ED 278 493.

Annotated Bibliography

Advisory Committee on Out of School Hours Services (1984). *Towards a Framework for the Development of Out of School Hours Services in Victoria: Summary Report.* Melbourne: Department of Community Welfare Services.

The recommendations and definitions in this document are helpful in describing the scope of out of school hours services. The report defines the roles of various levels of government in the planning of adequate provision for services. Among the recommendations are suggestions that services should be provided in rural areas, that services should be linked to existing community and neighbourhood services and that the fees for such services should be investigated.

Alexander, Nancy (1986). School-Age Child Care: Concerns and Challenges. *Young Children* Vol. 42 No. 1, pp. 3–10.

Alexander raises concern over an American trend to leave children alone after school in what is called "self-care". She calls on program designers and advocates to provide services for young primary school children which will foster independence, cooperation and responsibility. She identifies some program issues such as TV, privacy, homework and offers advice on these matters to care providers.

Bergstrom, Joan (1984). *School's Out — Now What?* Berkeley, C.A.: Ten Speed Press.

This book is full of practical suggestions for parents and teachers. Bergstrom maintains that children between 6 and 12 years are in a development cycle of gaining independence. Three central tasks are important - resourcefulness, reliability and responsibility. Bergstrom makes numerous recommendations about fostering children's growth during this period of life. She maintains that variety is important to children's success and encourages parents to explore community offerings for this age group. The book is designed to help adults plan with children for the best possible use of out of school hours.

Blau, Rosemary et al. (1977). *Activities for School Age Child Care.* Washington, D.C.: NAEYC.

Blau and her associates have pulled together a book full of inventive and exciting ideas for organising the daily program in school age child care. Consideration is given to daily routines - snack, clean up, personal hygiene and grooming - as well as to the creative and recreational options of a program. Examples of activity centres, storage cupboards, discussion topics, room arrangement and numerous recipes abound. This is a book full of ideas for programs - new and old. There is also a brief chapter on the importance of staff meetings for program review and planning.

Child Watch Australia Queensland Committee (1987). *Out of School Hours Care: The Report of a Survey of Queensland Out-of School Hours Care Providers.* Brisbane: Child Watch Committee.

This report focuses on some key questions asked in a 1986 survey of care providers in Queensland out of school hours programs. Care providers' answers reveal the way they perceive their job and the role they play in designing programs for children. Also identified in the report are the reasons people choose to work in this kind of job, their desires for further education and previous work experiences. The results indicate that a strong emphasis on the

social aspects of daily life are important to staff in such programs.
Copies of their report are available from: Mrs. J. Lavis, Child Watch Coordinator, Queensland, 93 Central Avenue, St. Lucia, Queensland, 4067. Make cheques for $5.00 payable to Child Watch.

Community Child Care (1985). *What To Do When . . .* Fitzroy, Victoria: Community Child Care.

Guidance is provided in this booklet for program developers in children's services. An extensive timetable outlines tasks that must be completed prior to opening a new service. This booklet would be a useful guide for a new group. Sections cover: management structure, aims and objectives, program, budget and finances, staffing, equipment, enrolment, publicity and building. Community Child Care is located at 191 Brunswick Street, Fitzroy, Victoria, 3065.

Galambos, Nancy and Gabardino, James (1983). Identifying the Missing Links in the Study of Latchkey Children. *Children Today*, July, August, pp. 2-4, 40-41.

Galambos and Gabardino are interested in knowing what the effects of unsupervised time may be on young school age children. They report that research is inconclusive in this regard and also point out that the methods used may be inadequate to really clarify effects on the child.

Galinsky, Ellen and Hooks, William (1977). *The New Extended Family.* Boston: Houghton Mifflin.

The authors have put together stories of programs that offer children an extended family. The story of New York's Chinatown after school program describes the trials and triumphs of the Chinatown Planning Committee's process in establishing and maintaining a program for their local multicultural group.

Goodnow, Jacqueline and Burns, Ailsa (1985). *Home and School: A Child's Eye View.* Sydney: Allen and Unwin.

Goodnow and Burns have prepared some very informative comments on how children perceive their lives at home and in school. While care arrangements for after school programs are not directly mentioned, Goodnow and Burns have identified the types of activities that children feel are important and worthwhile for study and investigation. Care providers will want to read this book to gain ideas about the lives of children, their wishes for changes at home and at school, and their notions about what makes a friend.

Hunter, Margaret (1982). *Planning Handbook: Planning and Review for Small Groups.* Adelaide: SACOSS.

Hunter's booklet is a most useful planning guide for people getting ready to offer a new community service. The advice and suggestions are practical, understandable and early childhood in focus. Hunter worked with many care agencies in Adelaide at the time of this publication. She advocates writing down your plans and working in small groups to state concise aims. The booklet is available from SACOSS, 194 Morphett Street, Adelaide, 5000.

Levine, James, A. (1978). *Day Care and the Public Schools.* Newton, Massachusetts: EDC.

Levine's book outlines the numerous ways public schools have become involved in providing caring communities for their local areas. Of particular interest to SACC providers is the description of the Extended Day Programs in Brookline, Massachusetts where the school system established a large network of centres to serve children who needed some after school activities. This program caters for recreation and care opportunities but does not consider itself a day care program.

Lighfoot-Stallings, Carlyn and Tyler, Doris (1982). *Your Own Time: Individual Growth in a Group Setting.* Fairfax, Virginia: Office for Children.

Pauly, Martha and Soldz, Ann (1981). *Fun for One: Fascinating Solitary Play.* Fairfax, Virginia: Office for Children.

These practical booklets are activity guides for school age child care providers. Both booklets emphasise activities that would be suitable to do on your own. These booklets were made available through a grant from the Wellesley School Age Demonstration Project. See the note on this project.

McCaughey, Winsome and Sebastian, Patricia (1977). *Community Child Care.* Carlton, Victoria: Greenhouse Publications.

This guide to the development of community based programs has long been used by parent cooperatives and neighbourhood centres planning children's care programs in Australia. The authors provide a chapter on the care and recreation of school age children. Basic advice is given on selecting a suitable venue, funding sources, staffing and committee structure.

Morgan, Gwen (1979). *Putting It Together: Some Program and Policy Issues in School Age Day Care.* ERIC Document ED192902.

Morgan presented this paper at a conference on School Age Day Care in Boston in 1979. She comments on the kinds of care options children prefer, what constitutes quality care and methods for persuading the public to support school age care. Her paper contains anecdotal remarks from children about what constitutes a good program.

Nall, Susan and Switzer, Stephen (1984). *Extended Day Programs in Independent Schools.* Boston: National Association of Independent Schools.

The results of a survey of American independent schools are reported in this document. The authors also interviewed several program directors and have included a large section of "voices from the field". These accounts are interesting to read as they offer a glimpse of the actual day to day operation of programs in different settings.

Nieting, Peggy Lewis (1983). School Age Child Care: In Support of Development and Learning. *Childhood Education* Vol. 60, pp. 6-11.

Nieting provides numerous examples of the variety of ways schools and communities have organised programs for out of school hours care. She favours a "responsive curriculum" where children's developmental needs are met through programs which encourage competence, initiative, involvement and peer and adult relationships.

Pannekoek, B. (1983). Community Use of School Property. *Developing Education* Vol. 9 No. 5, pp. 7-9.

Pannekoek's brief article summarises some of the possible uses of school property from 3.00p.m. to 6.00p.m. He indicates that the major concerns relate to interruption to the cleaner's schedule, insurance arrangements, security and untidy premises resulting from use of school buildings. He also identifies major advantages to the notion of increased use of property: parent participation in school facilities, clearer understanding through improved community-school relations and better use of taxpayers' money.

Payne, Harry (1983). Community Use of Schools. *Developing Education* Vol. 9 No. 5, pp. 3-6.

Payne relates some of the concerns and constraints facing school administrators and community groups when communities take advantage of using school facilities. He stresses the importance of positive planning and continuous evaluation of the community-use notion if both partners are going to benefit from use of the facilities. He reviews several community school programs around Australia to indicate the variety of methods available for program implementation.

Piscitelli, Barbara and Mobbs, Jenny (1986). *The New Extended Family at School.* Brisbane: School of Early Childhood Studies, BCAE. ERIC Document: ED 278 493.

The results of a comprehensive survey of primary schools in Queensland and South Australia are reported in this document. Piscitelli and Mobbs investigated the extent to which care programs were operating in educational contexts. Both formal and informal programs were detailed by school providers. Questions about the school's responsibility and role in regard to out of school hours care are raised. Recommendations for staff conditions and program evaluation are made.

Powell, Douglas (1987). After School Child Care. *Young Children* Vol. 42 No. 3, pp. 62-66.

Powell reviews research on the effects of after school programs on children. He asks whether latchkey children are at risk, whether parents are satisfied with arrangements for their children and what future research needs to investigate. This article is useful in identifying the research to date on this topic. He concludes by remarking that further investigations in research need to focus on the developmental benefits of such programs.

Prescott, Elizabeth and Milich, Cynthia (1974). *School's Out! Group Day Care for the School Age Child.* Pasadena: Pacific Oaks.

Prescott and Milich have studied the programs that exist for school age child care to "get a feel for the lay of the land" (p.3). In so doing, they have described the range of options available for school age care and have attempted to identify factors which contribute to quality services. These authors use middle childhood developmental criteria for assessing quality: developing skill; cooperating with others; taking responsibility and being in contact with good models in the adult world of work (p.3).

Prescott, Elizabeth and Milich, Cynthia (1975). *School's Out! Family Day Care for the School Age Child.* Pasadena: Pacific Oaks.

This study reveals the options available to family day care providers who care for school age children. Some comparisons between centre-based and home-based care are drawn,

revealing a good deal more flexibility in home based programs. Some drawbacks in home based care are also indicated. The authors maintain that the most important ingredient in a successful placement is a "good fit" for both the adult and the child.

Schofield, Richard (1981). Programming for School Age Children in Child Care. *Day Care and Early Education* Vol. 8, pp. 19–22.

Schofield is an advocate of child centred school age programs. He offers helpful advice to program planners about development of a philosophy. Practical suggestions about grouping, program approaches, and activities are sprinkled throughout this short and useful article.

Seltzer, Michele Seligson (1980). Planning for School-Age Child in Public Schools. *Day Care and Early Education*, Fall. pp. 45–49.

Seltzer is the director of Wellesley College's School Age Child Care Project. She relates some of the most frequently raised questions to readers and provides useful advice on organising a program for care of school age children in a school setting. Although the examples of governmental agencies are American, Seltzer's advice on procedure and proposal writing are sound and practical in the Australian context.

Addresses for Community Resources

Australian Groups Concerned with School Age Care

QCAN,
Queensland Children's Activities Network,
481a Waterworks Road,
ASHGROVE WEST, QUEENSLAND, 4060.
Ph: (07) 3664205

QCAN operates as a central coordinating group in Queensland for member School Age Child Care groups. The group has resources, advice and information available to people interested in getting started and keeping going is SACC.

Community Activities Centres Network
66 Albion Street,
SURRY HILLS, NSW, 2010.
Ph: (02) 2123244

This group publishes extensively for community groups providing services for all aspects of care and recreation. One of their publications, "How to... On Out of School Services", focuses on getting started and keeping going in this area of work. The publication costs $10.00. The group has also produced a video, "School's Out! What Next?" which is available for loan to members. Membership benefits include a news magazine published four times a year. Write to the group for a complete publications list and membership application.

OSSCA
Out of School Child Care and Activities Association
Mimosa Avenue
GRAYLANDS WA 6010
Ph: (09) 3846233

ECRAU
Early Childhood Resource and Advisory Unit
82 Edmund Avenue
UNLEY SA 5061
Ph: (08) 2727755

The Association for Out of School Hours Services
Community Child Care
191 Brunswick Street
FITZROY VIC 3065
Ph: (03) 4191148

NACBAC
National Association of Community Based Children's Services
Corinna Street
WODEN ACT 2606
Ph: (062) 822644

Children's Services Resource and Advisory Program
5 Bishop Street
STUART PARK NT 5709
Ph: (089) 813045

Lady Gowrie Child Centre
17 Runnymede Street
BATTERY POINT TAS 7000
Ph: (002) 294914

US Groups Concerned with School Age Care

School-Age Child Care Project:

The Wellesley College Centre for Research on Women has been conducting a long term study of school age child care in America. This group has been collecting data on the provision of services, providing small grants to organisations for the preparation of materials and preparing information on resources for school age child care. You can write to the group for more information:

The School Age Child Care Project,
Wellesley College,
Centre for Research on Women,
Wellesley, Mass. 02181 USA.

School Age Notes:

This newsletter is for care workers and administrators of school age programs. Edited by Richard Schofield, the notes provide practical information about activities for this age group. Write to:

Richard T. Schofield,
School Age Notes,
P.O. Box 120674,
Nashville, Tennessee, 37212 USA.